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ABSTRACT

Results of a survey showed that 95% of Minneapolis, Minn., elementary school children are exposed to educational television (ETV) lessons. The typical classroom teacher used ETV in three or four subject areas. More than nine out of 10 teachers reported satisfaction with the programs used. More than 80% of the teachers were satisfied with programing for all subject matter areas. Least satisfaction was reported for mathematics (83%) and most for language arts (96%). About half the teachers made recommendations for improvement. Most of these focused on improved scheduling, a need for more films, the need for more TV sets and better equipment maintenance. Of these, improved scheduling was the most frequently mentioned need. The 344 teachers who responded represented 89% of the teachers polled and 29% of all elementary teachers in the system. (Author/JK)

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Minneapolis Public Schools

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Use of, and Reaction to, Educational Television Lessons (KTCA, Channel 2) by Minneapolis Elementary School Teachers 1970-71

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Ideas expressed in this report do not necessarily reflect the official position of the Minneapolis Public School Administration nor the Minneapolis School Board.

Minneapolis Public Schools
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June 1971

Minneapolis Public Schools

Use of and Reaction to Educational Television Lessons by Minneapolis Elementary School Teachers 1970-1971

Summary

Ninety-five percent of Minneapolis Elementary School children are exposed to educational TV lessons. In 1970-71, over 630,000 child-viewings took place in the Minneapolis Elementary schools. In a survey designed to study teachers use of, and reactions to, educational TV programming (KTCA, Channel 2) it was found that only 5% of Minneapolis teachers did not use TV lessons. The typical classroom teacher used educational TV in 3 or 4 different subject areas. Over 9 out of 10 teachers reported satisfaction with the programs used.

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In May 1971, elementary school teachers responded anonymously to a questionnaire distributed by the Research Division of the Minneapolis Public Schools. The 344 responding teachers represented 29% of all elementary teachers in the school system.

See page 1

Satisfaction with the TV programming was reported by over 80% of the teachers for all subject matters involved. Least satisfaction was reported for mathematics (83%) and most satisfaction was reported for language arts (96%).

See page 8

Despite the general satisfaction with the programming, about half the teachers made recommendations for improvement. The majority of recommendations did not focus on the programming, per se, but on improved scheduling, a need for more films, and on the need for more TV sets, and better equipment maintenance. A need for improved scheduling was the most frequently mentioned request.

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6/71

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Minneapolis Public Schools

Use of, and Reaction to, Educational Television Lessons (KTCA, Channel 2) by Minneapolis Elementary School Teachers, 1970-71

Use of educational television lessons by Minneapolis Elementary School teachers during the 1970-71 school year is described in this report. Reactions to the lessons used are also reported.

In May 1971, the Research Division was requested by the Assistant Superintendent for Elementary Education and the Television Consultant to survey teacher reactions to the schools' TV programming. Two questions were posed: What is the extent of use of educational TV lessons by elementary teachers, and how satisfied are teachers with the programs being offered.

A one-page questionnaire was developed and distributed to all teachers "who might make use of TV lessons" by the principals in twenty of the school system's 68 elementary schools. (See sample questionnaire in Appendix A). These twenty schools were selected by using a table of random numbers. Questionnaires were completed anonymously and returned to the principal by May 28, 1971.

All completed returns were forwarded to the Research Division by each principal with a note indicating the number of questionnaires distributed and returned. Questionnaires were completed and returned by 344 teachers, yielding a return rate of 89% for the 386 questionnaires distributed. Only four schools had return rates under 75%, with only one of these schools under 50%. Results appear to be representative of all Minneapolis Elementary Schools due to the high resonse rate and the random selection of the schools surveyed.

Schools involved and return rates by school are shown in Table 1.

The 389 teachers surveyed represented about one-third (32.5%) of the 1,189 elementary classroom teachers employed by the district. Responding teachers represented 28.9% of all elementary teachers.

Extent of TV Use by Teachers

Teachers were asked how many television lessons on KTCA, Channel 2 were used in their classrooms during the 1970-71 school year. A television lesson was defined as a single viewing.

On the average, teachers reported using about 18 lessons during the year, or about one lesson every ten school days. Over 6,000 lessons were reported, and if the responses of this sample of teachers are prorated to the entire elementary teaching staff--and this generalization appears reasonable--then over 21,000 presentations took place.

Ninety-five percent of the responding teachers reported using at least one TV lesson. Only five percent said that they had not used any TV lessons during 1970-71. The average number of lessons used by teachers who used at least one lesson was just under 20.

Estimates of teacher use, assuming accuracy of the reports, are probably conservative for two reasons. From two to three weeks of the school year still remained at the time of the survey. Additicnal viewings may have taken place following completion of the questionnaires. Also, eleven teachers reported that they used "all" TV lessons. These teachers probably did use more than the average number of lessons reported by other teachers, but since no number was reported their responses were not used in calculating the average.

Table 1

Questionnaire Return Rate by School

School	Questionnaires Distributed	Questionnaires Returned	Return Rate
Armatage	23[a]	23	100%
Audubon	20	19	95
Bancroft	33	33	100
Bremer	28	28	100
Ericcsson	14	9	64
Fuller	19[a]	14	74
Hale	21[a]	16	76
Hall	12	12	100
Hamilton	18	16	89
Howe	17	17	100
Keewaydin	14	14	100
Longfellow	20	17	85
Lowell	23	22	95
Page	9	9	100
Minnehaha	17	17	100
Putnam	15	13	88
Schiller	15	15	100
Shingle Creek	17	16	94
Standish	21	13	62
Wenonah	11	11	100
Windom	19[a]	8	42
	386	342	
Unidentified by school	0	2	
TOTAL	386	344	89.1%

[a] Figures from Directory; all others from principals' estimates.

Use of TV Lessons by Grade

Primary grade teachers made greater use of TV lessons than teachers in intermediate grades. Average use for grades 1-3 was 23.4 lessons; for grades 4-6, average use was 13.4 lessons. A consistent downward trend in use from grades 3 through 6 existed.

More TV lessons were used by third grade teachers than by any other grade, on the average. Use of lessons ranged from a low average of 10.6 at sixth grade to a high of 29.5 at third grade.

Use of Channel 2 lessons by kindergarten teachers was relatively light, averaging 11.1 lessons.

The data suggest that teachers who teach combination classes (e.g. grades 1 and 2 combined) make greater use of TV lessons than regular classroom teachers. This suggestion is not a conclusion, however, and further exploration would be needed to determine if the results for this small number of combination teachers do represent true differences.

Table 2 gives the number of lessons used by teachers at each grade level.

How Many Children Were Reached?

It is estimated that about 8,900 students of the teachers in the sample and (prorated) about 33,400 children in the school system saw at least one TV lesson some time during the year. In all, over 164,000 child-viewings (i.e. one viewing by one child) took place among the sampled schools and an estimated 630,000 child-viewings took place in all elementary schools.

Table 2

Teachers' Reports of Educational TV Lessons
Used in 1970-71, by Grade

Grade	No. of Teachers	Mean No. of TV Lessons Used Per Teacher	Total Number of TV Lessons Used By Teachers
Kgn	36	11.1	398
1	46	22.6	1,042
2	38	16.7	633
3	47	29.5	1,387
4	41	15.9	651
5	41	13.6	556
6	37	10.6	392
Combination Grades			
1-2	9	30.4	274
2-3	7	27.1	190
3-4	6	20.0	120
4-5	3	24.7	74
5-6	8	14.3	114
Miscellaneous	14	15.8	221
TOTAL	333[a]	18.2	6,052

[a] 11 teachers did not report the number of lessons used.

The number of lessons teachers reported using were multiplied by the number of children teachers reported on roll in their classes in order to get an estimate of child viewings. This crude estimate is probably high since absences were not considered.

Kinds of TV Lessons Used

The Minneapolis Public Schools present TV lessons in eight subject areas: art, community volunteers, health, language arts, math, social studies, science, and music. Additional offerings are provided on Channel 2 from other sources.

Teachers indicated which programs they used. Social Studies and Community Volunteers were the most frequently used programs.

Subject	Responding Teachers Using Lessons	
	No.	%
Social Studies	224	66
Community Volunteers	217	63
Health	158	46
Art	150	44
Language Arts	136	40
Science	104	31
Math	82	24
Music	67	19

The response to music lessons was probably spuriously low, since music was not listed on the questionnaire, as were the seven other subjects. All responses for music were "write-ins."

Teachers tended to make use of a number of subject lessons rather than adhering to just one program. The "typical" teacher reported use of from three to four programs. See Table 3.

Table 3

Number of TV Subjects Reported by Teachers, by Grade

No. of Subjects Used	Grade												
	Kg.	1	2	3	4	5	6	1-2	2-3	3-4	4-5	5-6	All Grades
0	3	1	3	2	0	2	3	0	0	0	0	1	15
1	0	4	2	2	3	3	10	2	0	0	1	1	28
2	6	3	3	0	7	11	6	0	1	1	0	0	38
3	16	4	8	8	10	6	7	1	1	3	0	3	67
4	7	7	3	6	11	11	4	2	1	1	2	0	55
5	6	8	6	9	8	4	4	0	2	1	0	0	48
6	1	9	7	6	5	3	1	2	2	0	0	3	39
7	0	9	6	12	1	1	0	2	0	1	0	0	32
8	0	3	1	0	0	0	1	1	0	0	0	0	6
9	0	2	0	0	0	0	0	0	0	0	0	0	2
Total	39	50	39	45	45	41	36	10	7	7	3	8	330[a]

[a] 14 reports which did not contain information on grade were excluded for this table.

Teacher Satisfaction With Educational TV Lessons

Teacher reaction to the televised programs they used was strongly positive for all subject areas. Over nine out of ten teachers reported satisfaction with the offerings. The range of satisfaction for the various subjects was relatively small, going from 83% satisfied with mathematics programs up to 96% satisfied with language arts programs.

Subject	Percent of Teachers Using Lessons Who Reported Satisfaction With the Lessons
Language Arts	96%
Science	94
Community Volunteers	91
Art	90
Social Studies	90
Health	89
Music	88
Math	83
All other subjects	87
All Subjects	90%

Primary and intermediate-grade teachers were equally satisfied with the programming. Ninety-one percent (91%) of primary teachers and 89% of intermediate teachers reported satisfaction with the lessons they used.

Some variations in satisfaction occured within grades and may indicate poor programming for that grade level, or inappropriate use of the lessons. For example, 5 of 28 users at grade one reported dissatisfaction with math. At grade two, math again had a relatively high number of dissatisfied users (7 of 19). Also at grade two, 8 of 23 teachers reported dissatisfaction with the health programs. Community volunteer lessons were viewed unfavorably by 8 of 31 users at the fourth grade level.

No specific dissatisfaction appeared at kindergarten, or grades three, five and six.

One caveat in interpreting satisfaction ratings is necessary. Teachers were asked to report satisfaction, or dissatisfaction, with the TV lessons they used. Possibly some teachers did not use TV programming because of previous bad experiences or because they had heard from other teachers that the programs were not good. The evidence argues against this interpretation for any large numbers of teachers. First, write-in comments did not support this notion. Second, the average teacher reported using TV for three or four lesson areas. Third, there did not appear to be a direct relationship between satisfaction with the lessons used in a given subject and the number of users. That is, if programming in a given subject were poor we might expect to find relatively few users and relatively high dissatisfaction even among those teachers reporting use. This relationship was not found.

Tables 4, 5, and 6 show teacher ratings of satisfaction for each subject offerings. Table 4 gives results for all teachers; Table 5 for primary teachers and Table 6 for intermediate teachers. Details for each grade are given in Appendix B.

Teachers' Suggestions for Improved Programming

Teachers were asked to make recommendations by completing the sentence, "I would improve this service by:" About half the responding teachers made recommendations.

Table 4

Teachers' Ratings of Satisfaction With
TV Lessons Used in Various
Subject Areas: Grades K-6

Subject	Satisfactory	Not Satisfactory	Total Use
Art	134	16	150
Community Volunteers	198	19	217
Language Arts	131	5	136
Math	68	14	82
Social Studies	200	24	224
Science	98	6	104
Music	59	8	67
Astronauts	1	0	1
Black History Week	4	1	5
Economics	1	1	2
Children of Other Lands	2	0	2
Human Relations	3	0	3
Flag	0	1	1
Literature	1	0	1
Indian History	2	0	2
Martin Luther King	6	1	7
Patriotic Days	1	2	3
Math - Duluth	2	0	2
Math - Wisconsin	1	0	1
Safety	1	0	1
Other	16	0	16
TOTAL	1,069	116	1,185

Table 5

Teachers' Ratings of Satisfaction With
TV Lessons Used in Various
Subject Areas: Grades K-3

Subject	Satisfactory	Not Satisfactory	Total Use
Art	82	10	92
Community Volunteers	131	7	138
Health	102	15	117
Language Arts	88	2	90
Math	40	12	52
Social Studies	117	12	129
Science	72	3	75
Music	41	7	48
Astronauts	1	0	1
Black History Week	2	0	2
Economics	0	1	1
Human Relations	1	0	1
Literature	1	0	1
Martin Luther King	4	1	5
Math - Duluth	2	0	2
Math - Wisconsin	1	0	1
Safety	1	0	1
Other	4	0	4
TOTAL	690	70	760

Table 6

Teachers' Ratings of Satisfaction With
TV Lessons Used in Various
Subject Areas: Grades 4-6

Subject	Satisfactory	Not Satisfactory	Total Use
Art	52	6	58
Community Volunteers	67	12	79
Health	38	3	41
Language Arts	43	3	46
Math	28	2	30
Social Studies	83	12	95
Science	26	3	29
Music	18	1	19
Black History Week	2	1	3
Children of Other Lands	2	0	2
Economics	1	0	1
Flag	0	1	1
Human Relations	2	0	2
Indian History	2	0	2
Martin Luther King	2	0	2
Patriotic Days	1	2	3
Other	12	0	12
TOTAL	379	46	425

A total of 170 recommendations were made. No apparent pattern of suggestions was revealed by grade level although more second grade teachers and fewer kindergarten teachers made suggestions. Eight major recommendation categories were selected by means of a crude context analysis. Examples of recommendations in each category are given below.

Sample Recommendations in Each Category

Improve Scheduling:

- There was no time to view as either math or reading involving five rooms interfered with time.
- If the programs for a grade level could be about the same time every week. This would facilitate our planning.
- Not scheduling at 1:45 on Tuesdays.

Improve Quality or Techniques:

- Make programs more exciting -- more motivating.
- Have more realistic and less boring and 'talky' shows.
- I would like to see more child involvement -- less lecture. John Monda's are very good.

Produce More Lessons:

- More on local industry.
- More social studies materials on third grade level.
- Something about environment.

Update Old Films:

- Update in each subject.
- Bringing the programs up to date. More relative to our present curriculum.
- Updating the programs. The new teeth programs by Joy Bartlett were definitely an improvement. The subject matter is O.K. but the dress and approach of many programs are definitely outdated.

Improve Reception, Availability of TV Sets:

- Adding more TV's to schools.
- Our TV's are terrible so I quit using them. I think the programs are excellent.
- Making sure the TV sets work. This is one main drawback and frustration!
- ...We need adaption to be able to use TV's in all rooms. Our room does not receive Channel 2.

Good As Is:

- I have been satisfied with what I have viewed. I would like more stories by Joy Bartlett -- they are excellent.
- Well done.
- I would ususally have used more! Have used them in previous years and thought they were satisfactory.

Need Printed Schedule:

- A sheet of all elementary programs for that week - time, grade levels, etc..
- Publishing an annual TV guide for KTCA as was done two years ago. This was most helpful.
- Sending flyers out announcing lessons or sending every teacher a copy of this week in television. The guide is not enough of a reminder.

Miscellaneous:

- Observe music lessons offered by St. Paul Schools. They are excellent!!
- Coordinate shows with our units.
- Providing Minneapolis teachers with lessons. (Ed. note: All elementary teachers receive lesson plans through teacher guides.)

More recommendations for improved scheduling were made than for any other aspect of TV programming. If requests for printed schedules are included, then fully one-third of all recommendations referred to scheduling.

Another third of the recommendations referred to a need for improvement in quality of presentations (18%) or updating (14%).

More than one out of ten teachers cited a need for better maintenance of the TV receivers, greater availability of sets, or improved reception.

Despite the relatively large amount of error involved in the categorization process, there is no doubt that the major problem with TV programming lies with scheduling, not with the quality of the offerings. The listing below shows that the majority of recommendations do not actually involve the program, per se, but refer to scheduling, a need for improved equipment, and a need for more lessons. Two-thirds of the suggestions do not criticize what is being offered; one-third does.

Recommendation Categories	Recommendations Given No.	%
Improve scheduling	50	29%
Improve quality	30	18
Produce more lessons	23	14
Update old films	23	14
Improve reception	19	11
Good as is	9	5
Need printed schedule	8	4
Miscellaneous	8	4
TOTAL	170	99%

All recommendations made by teachers are reported in Appendix C.

Recommendations

Based on the results of this survey, and excluding other considerations such as cost which were not investigated, the following recommendations are made:

1. The educational TV program deserves support.

Over half a million child-viewings took place last year. Ninety-five percent of our teachers use it. Ninety percent think it is doing a good job.

2. Improved scheduling is needed.

Recommendations for improved scheduling were numerous, but also contradictory. Possibly improvement cannot be made under present programming practices. Specific attention should be given to conflicts with Released Time Activities. The Elementary School Assembly may be helpful in making specific scheduling recommendations.

3. Improved Equipment and Maintenance is Needed.

Many teachers complained of poor reception and lack of availability of TV receivers ("I have to push it around the building and up a hill"). Others mentioned a need for adaptors.

4. More specific printed program schedules need to be given wider distribution.

Current printed schedules are either not adequate or not widely distributed. A number of teachers cited a need for long range (annual) schedules as well as reminders on a weekly or monthly basis.

5. The TV program library should be systematically reviewed to remove outdated films.

Outmoded clothing, speech, film techniques and subject matter limited the value of a number of presentations.

6. The mathematics presentations should be reviewed.

Although 83% of responding teachers reported satisfaction with the mathematics programs, a number of teachers, particularly in the lower grades reported problems. It is not clear whether this problem is one of programming or usage.

Appendix A

Sample Questionnaire

Minneapolis Public Schools
Research Division

Most teachers want to be a part of the decisions that affect their classrooms. Because decisions relative to television are being made for next year, we would like to have the benefit of your ideas. One-third of our teachers, randomly selected, are being asked to complete this brief questionnaire.

1. I used approximately _____ (number) television lessons (a lesson is a single viewing) on KTCA, Channel 2 in my classroom during the 1970-71 school year. (Note: Eight subject areas listed below were presented by the Minneapolis Public Schools but you may have used lessons presented by other sponsors.)

2. Check all subject areas in which you used TV lessons

3. For those lessons you used, indicate whether the lessons were satisfactory or not.

Subject	Used	Satisfactory	Not Satisfactory
Art	____	____	____
Community Volunteers	____	____	____
Health	____	____	____
Language Arts	____	____	____
Math	____	____	____
Social Studies	____	____	____
Science	____	____	____
Other_____	____	____	____
_____	____	____	____

4. I would improve this service by: _____

_____

_____

5. Grade_____

6. Number of children_____

Thank you. This form should be completed and returned to your principal on or before May 28, 1971.

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RWF:dm
4/29/71

Appendix B

Teachers' Ratings of Satisfaction
With TV Lessons Used in Various Subject Areas-
by Grade

Kindergarten

Subject	Satisfactory	Not Satisfactory	Total Use
Art	4	0	4
Community Volunteers	27	1	28
Health	23	1	24
Language Arts	14	0	14
Math	0	0	0
Social Studies	14	0	14
Science	3	0	3
Music	16	2	18
Other	1	0	1
	102	4	106

Grade 1

Subject	Satisfactory	Not Satisfactory	Total Use
Art	23	5	28
Community Volunteers	30	2	32
Health	28	4	32
Language Arts	29	1	30
Math	6	3	9
Social Studies	26	3	29
Science	26	1	27
Music	10	2	12
Martin Luther King	2	1	3
Black History Week	1	0	1
Math-Duluth	2	0	2
Math-Wisconsin	1	0	1
Economics	0	1	1
Safety	1	0	1
	185	23	208

Grade 2

Subject	Satisfactory	Not Satisfactory	Total Use
Art	19	2	21
Community Volunteers	25	1	26
Health	15	8	23
Language Arts	14	0	14
Math	12	7	19
Social Studies	30	0	30
Science	14	0	14
Music	3	2	5
Literature	1	0	1
Astronauts	1	0	1
Human Relations	1	0	1
	135	20	155

Grade 3

Subject	Satisfactory	Not Satisfactory	Total Use
Art	25	3	28
Community Volunteers	37	2	39
Health	27	1	28
Language Arts	21	1	22
Math	16	2	18
Social Studies	36	4	40
Science	21	1	22
Music	9	1	10
Martin Luther King	2	0	2
Black History Week	1	0	1
	195	15	210

Grade 4

Subject	Satisfactory	Not Satisfactory	Total Use
Art	17	4	21
Community Volunteers	23	8	31
Health	15	1	16
Language Arts	12	0	12
Math	8	0	8
Social Studies	35	4	39
Science	12	1	13
Music	4	0	4
Economics	1	0	1
Martin Luther King	1	0	1
Black History Week	0	1	1
Children of Other Lands	2	0	2
	130	19	149

Grade 5

Subject	Satisfactory	Not Satisfactory	Total Use
Art	20	2	22
Community Volunteers	21	2	23
Health	18	0	18
Language Arts	14	1	15
Math	8	2	10
Social Studies	23	3	26
Science	3	1	4
Music	9	1	10
Human Relations	1	0	1
Martin Luther King	1	0	1
Patriotic Days	1	2	3
Other	6	0	6
	125	14	139

Grade 6

Subject	Satisfactory	Not Satisfactory	Total Use
Art	10	0	10
Community Volunteers	14	2	16
Health	3	1	4
Language Arts	15	1	16
Math	10	0	10
Social Studies	17	3	20
Science	8	0	8
Music	3	0	3
Flag	0	1	1
Human Relations	1	0	1
Black History	1	0	1
Indian Heritage	1	0	1
Other	6	0	6
	89	8	97

Combination Grades 1 and 2

Subject	Satisfactory	Not Satisfactory	Total Use
Art	6	0	6
Community Volunteers	6	0	6
Health	4	0	4
Language Arts	5	0	5
Math	5	0	5
Social Studies	4	2	6
Science	6	0	6
Music	2	0	2
Other	3	0	3
	41	2	43

Combination Grades 2 and 3

Subject	Satisfactory	Not Satisfactory	Total Use
Art	3	0	3
Community Volunteers	3	1	4
Health	5	1	6
Language Arts	4	0	4
Math	1	0	1
Social Studies	4	3	7
Science	2	1	3
Music	1	0	1
	23	6	29

Combination Grades 3 and 4

Subject	Satisfactory	Not Satisfactory	Total Use
Art	3	0	3
Community Volunteers	6	0	6
Health	1	0	1
Language Arts	1	0	1
Math	0	0	0
Social Studies	6	0	6
Science	0	0	0
Music	1	0	1
	18	0	18

Combination Grades 4 and 5

Subject	Satisfactory	Not Satisfactory	Total Use
Art	1	0	1
Community Volunteers	1	0	1
Health	0	1	1
Language Arts	1	0	1
Math	1	0	1
Social Studies	2	1	3
Science	0	1	1
	6	3	9

Combination Grades 5 and 6

Subject	Satisfactory	Not Satisfactory	Total Use
Art	3	0	3
Community Volunteers	5	0	5
Health	1	0	1
Language Arts	1	1	2
Math	1	0	1
Social Studies	3	1	4
Science	3	0	3
Music	1	0	1
Black History	1	0	1
Indian History	1	0	1
	20	2	22

Appendix C

Teachers' Recommendations for Improved
Educational TV Service -- by Grade

Appendix C

Teachers' Recommendations for Improved Educational TV Service -- by Grade

Kindergarten

I would improve this service by:

More challenging for children not in target area.

More challenging material for children not in the target area.

Art and science for kindergarten.

Add art and science.

Distribute list of programs by grade level only.

More visual aides, scheduling programs a few more times so can be fit in schedule easier.

All received well by children - added to many of our discussion periods.

Having a T.V. in the room - too much time is spent locating and moving T.V.

Having T.V. more accessible - have to push it around building up a hill.

Updating lessons, in some instances.

Please update old programs. Schedule closer to holiday if holiday program.

Having more available for Kindergarten.

Grade 1

I would improve this service by:

Not clear in understanding. Talk too fast. Vocabulary not appropriate. Poor reception.

Better reception. In color (though I know this is impossible). Planning programs with more participation by children (asking them to join in or answer questions).

Grade 1 (cont.)

I wish they could be more frequent with a greater variety and more language arts.

Not scheduling two in one morning - like 9:00 - 10:25.

Aiming at possible color sets (children are used to from home). We need adaption to be able to use T.V.'s in all rooms. Our room does not receive Channel 2.

Increasing the number of T.V. sets available - and by giving primary teachers a choice of A.M. and P.M. hours - we have to work around a whole lot and reading.

Not having Grades 1, 2, and 3 art lessons together. In our school that is about 13 rooms viewing at the same time. So I missed all of those. I think the T.V. lessons in Math, Music, etc., that I have viewed have been very good. I hope they all continue.

I have been satisfied with what I have viewed - I would like more stories by Joy Bartlett - they are excellent (language arts).

Having more art and music. Don't leave out any of the Social Studies.

Having more teachers like Joy Bartlett to teach the lessons.

Update health series - especially safety. I remember the same programs or nearly the same when I was in first grade.

Language Arts excellent. Health could be better.

Having lessons of a similar nature in a series at the same time. Have grade level programs at a specific time (same week).

Some programs don't seem to take full advantage of T.V. techniques in their lesson presentation.

More story type of programs like "Winnie the Pooh."

Puppet shows and more stories.

Coordinate with Science and Social Studies Department.

We watched the St. Paul Grade 1 Music programs using the book "This is Music" and I felt they were excellent. The programs used are determined to some extent by our phy. ed., library, and recess programs and by the resources and books used and the appeal for six year olds.

Grade 1 (cont.)

Updating programs - making lessons less boring - better visual aids - animation, etc.

Destroying tapes by X and X.

Prefer 9:00 to 10:25.

Updating some of the music that has been used for four or five years.

Grade 2

I would improve this service by:

Updating programs.

Make programs more exciting - more motivating - better reception would help.

Update lessons, variety of activities during lessons.

Updating.

Having an adaptor placed in my room so that I can view TV in my own room.

I would use the TV more if I had a TV set more readily available or if programs for the primary levels were not scheduled so close in time.

Having more T.V.'s.

Many programs that may have value were scheduled during my gym time. Math - tried to cover too much - too much puppetry - too little relation to problem solving.

I would usually have used more! Have used them in previous years and thought they were satisfactory.

I did not use any T.V. programs in A.M. because of my morning reading program. I would like to see T.V. programs in P.M. as programs are more flexible.

Taping new health lessons.

A more regular scheduling.

A sheet of all elementary programs for that week - time, grade levels, etc..

Offering them on Kinescope especially in Social Studies so that we could use them when we have other materials for our units.

Grade 2 (cont.)

Switch art programs to afternoon so there is time for follow up activities.

Due to a reading program in Second grade-- more on the modular type, the morning time was not good for me.

The service is fine-- I just have trouble remembering to turn on the set! The Math I watched was way <u>way</u> below grade level.

Many programs are scheduled when we cannot watch - recess, scheduled gym, music, library, etc.

Coordinate social studies and science T.V. with science and social studies department so T.V. correlates with units currently being taught.

Reasons for not using more-- quality of reception and problems of conflicts with library, music and P.E. schedules.

Better scheduling. Spread the shows over more months. We would go for months without, then for a month almost every day. This is poor planning.

Observe music lessons offered by St. Paul schools. They are excellent!!!

Sometimes the vocabulary in social studies was too difficult. Need up-dating in some areas such as health.

Something about environment.

Updated health programs; more creative method of music teaching. Also, include in T.V. directory other area programs. Most are very good.

Grade 3

I would improve this service by:

More social studies and language arts.

Making the lessons more appealing to the children.

Having more realistic and less boring and 'talky' shows.

Sending a survey to teachers for the social studies and asking when their subjects are taught to gear the programs; by being sure there are enough A.V. materials to keep children's interest.

Carefully weeding out all programs which disinterest the children, according to the reviews.

Grade 3 (cont.)

There was no time to view as either math or reading involving five rooms interfered with time. to but too much interference in scheduling.

Changing the time for those programs scheduled at 10:25 for third grade to 10:30 or 10:35. Many programs came during recess.

Many of the programs I watched last year and did not repeat because I felt that the presentations could be done better "live" by me (i.e., story reading).

Having a series for several weeks in one subject area - "a unit." More animated programs.

As often as possible use children in telecasts. Use an adult speaking as little as possible.

Not scheduling T.V. programs at 1:45 on Tuesday because we are not in school.

Some programs were not viewed because of class conflicts i.e., gym, library scheduling, etc.

Publishing an annual T.V. guide for KTCA as was done two years ago. This was most helpful.

If the programs for a grade level could be about the same time every week. This would facilitate our planning.

Offering more social studies as Kinescope so they could be used when they fit the program we are using.

Changing the time schedule, Tuesdays earlier.

Making sure the T.V. sets work. This is one main drawback and frustration!

Most or many of the programs I would use come during our recess period - 10:25.

Coordinate shows with our units.

Having the lessons repeated at a different time some time thru the year. Many were presented during Physical Ed time and most third grade programs were at 10:25.

I would like to see that fellow do more in poetry.

Utilizing this media to its most creative potential - doing activities other media won't allow. For example - Kerlox collection was excellent (last year).

Grade 3 (cont.)

Using the media to do things you cannot do in a classroom and making the lessons more creative. In past years the programs have been so poor that we rarely use the television.

More social studies materials which children are not able to get out of books.

More social studies materials on third grade level.

Some tapes are too old - the picture is dark, hardly visible - Ex. "Pioneer Candlemaking." These tapes should be destroyed. Let's have more presentations by Joy Bartlett!

Many programs came at the wrong time for our class this year.

Grade 4

I would improve this service by:

Be sure teachers make a satisfactory T.V. appearance, (Economics in Minn. series is one case, although material presented is OK). Programs are often scheduled at wrong time for us.

I checked some programs that should be removed. Think some should be taped so can use at time when fit us.

Making them more interesting and appealing to children. Sending out detailed follow-up lessons and work sheets.

Making them longer and in color.

Because of group teaching and time schedules it was not convenient to view many of the programs.

Having more than one time for each as due to time schedules we had to miss many.

Having more of the programs in the afternoon, as Math and reading constitute most of the morning.

Not having interviews or just straight talking programs - these could be taped. More action pictures in some social studies lessons.

My use was curtailed because of scheduling times.

I would like the schedule of programs for "Children of Many Lands."

Grade 4 (cont.)

More on local industry.

Our T.V.'s are terrible so I quit using them. I think the programs are excellent.

Longer and more detailed lessons.

The time is never right - during lunch, gym, or recess.

There are often conflicts with physical education or library. A double scheduling would be helpful.

I would have viewed the Art and Math but the time was not blocked to fit my schedule. Perhaps tapes might help reinforce learning - especially Social Studies.

Getting catalogue from St. Paul.

Offering Map and Globe skills next year preferably in September and October.

Offering better times. Afternoon.

Better programs. Our social studies will be changing this coming year. This year social studies weren't shown at time I was studying the unit.

Present on T.V. what cannot be duplicated in classroom.

Being sure resource volunteers have interesting voices, an enthusiastic way of talking so children listen.

Grade 5

I would improve this service by:

Adding more TV's to schools. Scheduling no programs later than 2:00.

Having television sets available would be a big help.

Getting more in the afternoon. Reading and math till morning. More on human relations and states.

Because of the way our school has organized for math and reading, morning programs couldn't be viewed.

up-date a few of the video tapes.

Two programs telling about the fifth grade play at Scott Hall in the spring.

Grade 5 (cont.)

I have lots of schedule conflicts. We don't get to preview.

Updating material.

More visual aids - especially community resources.

More specific ideas in guide on pre- and post lessons.

Not scheduling at 1:45 on Tuesdays.

More accurate guides, introductory part on T.V. to programs! (Announcer) Kids are used to this from regular television.

Lowering level-- they are sometimes too difficult for children. Where is channel?

Using a more simplified appropriate vocabulary. Supply a list of words that may need explanation before the lesson.

Making the programs more interesting and stimulating to the children. They spend hours each day watching interesting T.V. at home, so it is impossible to interest them in the lecture-type of school broadcast.

Reception is poor - hence - using fewer lessons than would normally.

Having more of the type like the skyscraper. Showing children those things which it is impossible to see first hand.

Longer, better lessons. Fifteen minutes too short a time.

Not lumping too many programs for a grade in so short a time.

Grade 6

I would improve this service by:

Lessons too brief - not developed sufficiently. Too many weak programs. Scheduling difficult because of conflict in building (P.E., music, art, etc.).

Lessons are too short. Provide not enough "follow-ups." Scheduling a problem.

Lessons should be longer - should be a follow up in some cases.

More T.V. (small) for each room.

Grade 6 (cont.)

Making tapes of programs so they can be used when we are on the particular unit.

Scheduling is tough because of our math and reading program.

Most of the programs we wanted to see were scheduled during our reading and math programs.

Problems with scheduling.

Using younger volunteers. Use more visual aids, using easier vocabulary.

Continued use of the Bill Martin series would serve as a continuity with Junior High Language Arts or English.

Well done.

I doubt that X relates well to young people.

I have not used T.V. to this point for the following reasons: 1) the programs did not come at the time I wished to use them and 2) they were several times unfortunately scheduled at a time when I had to be another place. (Itrust video tape, when it arrives at our school, will overcome these objections.)

T.V. schedules conflict with other scheduled classes: gym, library, etc. No opportunity to preview programs.

It seemed as though when people talked on TV most of the time...the class was less interested.

Update in each subject.

If possible pupil participation or children of other countries involved in presentation (Social Studies) (Math) (Language Arts)

Combination Grades 5 & 6

I would improve this service by:

Updating in each subject.

Because of our gym schedule and a reading program we could not listen to many programs we would have liked to listen to.

Adding sound effects. Cartoon characters or other visual stimulus not just a person staring at the camera.

Combination Grades 4 & 5

I would improve this service by:

Having more T.V. available in the building cause two rooms viewing a lesson isn't as satisfactory.

Having more actions in the program - for the most part children do not like to sit and watch someone talk.

Combination Grades 3 & 4

I would improve this service by:

Having more T.V.'s (also - many times it is not a suitable use of time in a split classroom).

Providing Minneapolis teachers with lessons.

Combination Grades 2 & 3

I would improve this service by:

Some lessons on films were faded.

Updating the health programs.

Keeping the vocabulary on the part of the guests on the grade level.

More visual material to complement the audio.

Combination Grades 1 & 2

I would improve this service by:

I would like to see more child involvement-- less lecture. John Monda's are very good!

Bringing the programs up to date. More relative to our present curriculum.

Miscellaneous, not coded

I would improve this service by:

The T.V. programs move too slowly. It does not hold the interest of the children.

Miscellaneous, not coded

Updating some of the films.

I have always used the T.V. lessons and only miss them if there is a conflict in scheduling-- a field trip or resource person's visit.

Offering a few more lessons if possible in music. Where they follow up the previous lesson-- there is no continuity in the lessons. I hope that with the new Social Studies there will be some new lessons developed.

I feel the programs could be improved. St. Paul has programs that interest the children so much more. Let's use some of their ideas.

Miscellaneous, by grade

I would improve this service by:

Receiving a T.V. set.

For our children telling of stories without visual or animated aids proved boring.

Sending flyers out announcing lessons or sending every teacher a copy of this week in Television. The guide is not enough of a reminder.

Make the programs more animated and more of a variety of presentations.

Updating the programs. The new teeth programs by Joy Bartlett definitely were an improvement. The subject matter is O.K. but the dress and approach of many programs are definitely outdated.

I use only closed circuit T.V. and that as a demonstration and training technique.

I suggested that classroom teachers observe the music programs for their grade level.